DOCUMENT RESUME

ED 119 916 32 RC 009 059

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TITLE Zip Pak (Boys) for Third Reader Level.
INSTITUTION Monterey County Office of Education, Salinas, Calif.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 68
NOTE 25p.; To be used in conjunction with RC 009 057 and 058. Prepared by 16 participants of a Zip Pak workshop (1968)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Directed Reading Activity; Learning Activities; Males; *Migrant Child Education; *Primary Education; *Reading Development; Self Concept; Story Reading; *Student Developed Materials; Vocabulary Development; *Workbooks
IDENTIFIERS *Zip Pak

ABSTRACT

Aim of the Zip Pak is to improve the migrant child's interest in reading. Behavioral objectives are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for boys includes a story about two boys and their model cars and some experiences they had with these models. This story was developed by two boys, one age 12 entering the 5th grade, with a reading level of 2.2, and the other, age 9 entering the fourth grade, with a reading level of 3.2. The story developed over a period of four weeks, using interviews and writing sessions with the boys. Some of the vocabulary words are not third grade level, but these were in the speaking vocabulary of the children. These words are identified and listed in the glossary. The workbook also includes writing exercises, matching activities, sequence exercise, and the pre- and posttest. (NQ)

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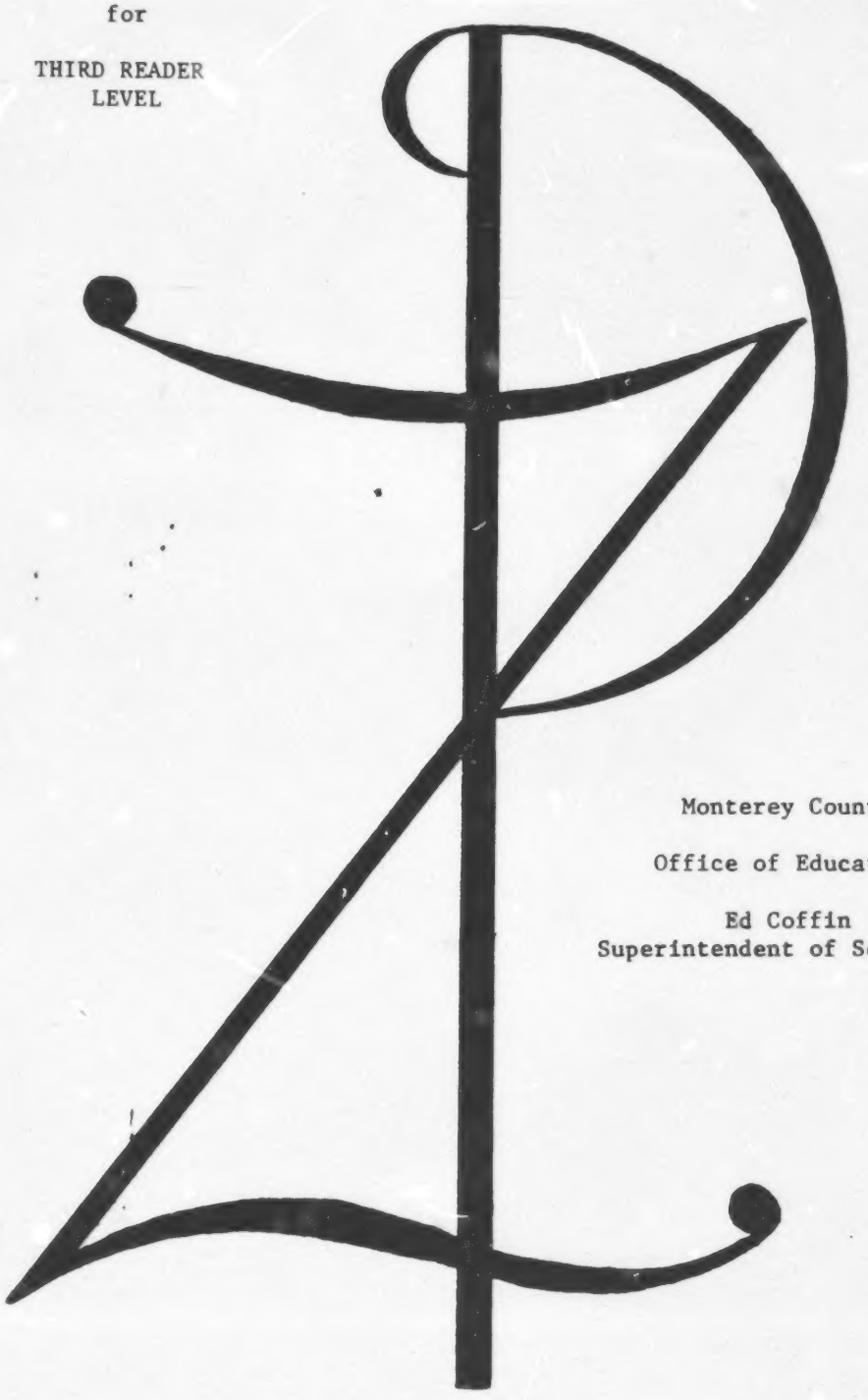
ZIP PAK (BOYS)

for

THIRD READER LEVEL



Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009059

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

Dr. Norval C. Scott

(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
(the Supplementary Educational Center, serving
Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

The work reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare, and funded through Title I and Title III of the Elementary and Secondary Education Act of 1965 (P.L. 89-10).

1968

ACKNOWLEDGMENTS

We are grateful to the sixteen participants of the Zip Pak Workshop for their contribution in creating the curriculum materials. They are: Elizabeth Bassford, Gladys Blaylock, Judy Brookhart, Enrique Gonzalez, Soledad Guzman, Hazeldene Haines, Bob Haney, Foster Hoffman, Marjorie Hueman, Mel Jordan, Marvin Larson, Gerald McGrath, Alberta Medcraft, Robert Moore, Jeanne Schmitt, and Don Smith.

We also wish to thank the summer school principal of Alisal School, Robert Leighton, and his staff for their cooperation and encouragement.

A special word of thanks goes to Ed Coffin, Monterey County Superintendent of Schools, for his interest in this endeavor.

Last, but not least, a thank you to Julie Risdon, the secretary for the project, for her untiring efforts in meeting deadlines.

FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
Project EDINN

To the student:

This story is about two boys and their model cars and some experiences they had with these models.

As you are reading the story that the boys wrote, with the help of a teacher you may find some words that you don't know. There are several pages of helps that will aid you with the words that are underlined. You will find a glossary, a word scrabble game, and some pictures that will enable you to find out what the words mean.

You will also be asked to end the story the way you want to end it. This will help you enjoy the story and make it your story. Pretend that you are one of the boys and that this is happening to you.

Can you pretend that you are there?

PRE-TEST

Name _____ Age _____ Date _____

1. How do you like to spend your free time? _____

_____

2. Would you rather read mysteries, sports stories, fiction about boys and girls, or what? _____

_____

3. What do you like about moving from town to town? _____

_____

4. What do you dislike about moving from town to town? _____

_____

5. What would you want to do if you had enough money to do anything you wanted to do? _____

_____

6. Who would you like to be if you could be anyone else in your family?

_____

_____

7. Who would you like to be if you could be anyone in the world? _____

_____

_____

8. How do you feel in these subjects? Mark the way you feel.

Science

Arithmetic

Art

Music

Social Studies

Reading

Physical Education

Health

9. When you remember something you heard in class, is it usually

_____ a. because you tried hard to remember, or

_____ b. because the teacher explained it well?

10. If your parents tell you that you are bright or clever, is it more likely

_____ a. because they are feeling good, or

_____ b. because of something you did?

11. When you read a story and remember most of it, is it usually

_____ a. because you were interested in the story, or

_____ b. because the story was well-written?

12. When you have difficulty with a story at school, is it usually

_____ a. because you did not know the words, or

_____ b. because they were too hard?

13. If you solve a puzzle quickly, is it

_____ a. because it wasn't a very hard puzzle, or

_____ b. because you worked on it carefully?

14. When you read a story and can't remember much of it, is it usually

_____ a. because the story wasn't well written or

_____ b. because you weren't interested in the story?

ATTACKING THE NEW WORDS

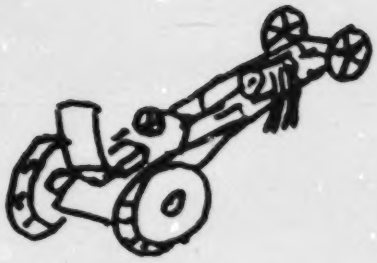
(WORD SCRABBLE)

What is the last word in each column?

arm	belief	act	ea--ee
art	believe	exact	see
argue	believing	exactly	seed
arguing	believingly		seem
	disbelievingly		seam
			scream
			screech
			screeching

jump	men	fly
just	member	ply
judge	membership	reply
judged	remember	replied
judgment		
judging		

e--ie	out	or
tent	shout	ore
ment		chore
patient		
impatient		
impatiently		



+ argue (är gyo͞o), to present reasons for something. They argued about the story.

* carefully (kâr fəl ē), to be careful. He was drawing a picture carefully.

celery (sel' ər ē), a food plant. The celery was in the box.

cheering (chēr ing), shouting for someone or something. The crowd was cheering for the team.

+ chores (chôrs), a small job. He did his chores each morning.

contest (kon' test), a race, or trying to win a game. The contest was between two boys.

* conversation (kon' vər sā' shən), talk. The conversation was interesting.

* decide (di sīd'), to make up one's mind. Will you decide on the dress?

* disbelievingly (dis bi lēv' ing lē) not believing. He looked disbelievingly at his trophy.

discussed (dis kus' t), talk over. The boys discussed the show.

enter (en' tər), to go into. She will enter the house.

+ exactly (eg zakt' li), just so. He was exactly right.

* interesting (in' tər əst ing), getting interest. The book was interesting.

+ judge (juj), person chosen to settle a dispute or to decide who wins a race, etc. He was the judge of the race.

+ leave (lēv), go away. We will leave at ten o'clock.

* piece (pēs), a bit or part of something. We had a piece of cake.

record (rek' ərd), the best. He beat the world record in swimming.

* remember (ri mem' bər), to call back to mind. I can remember the time he was here.

+ replied (ri plīd), to answer. He replied to the question.

roar (rôr), to make a loud noise. The lion roared in the cage.

+ screech (skrēch), a shrill scream. The car screeched around the corner.

+ shout (shout), call or cry loudly. Bill shouted for help.

* think (thingk), use the mind, have ideas. Richard will think of an answer.

* though (thō), even supposing that. Though I fail, I shall try again.

* thought (thôt), had an idea. Joe thought about his car.

tight (tīt), firm or packed together firmly. The shoe was tight.

* together (tə geth' ər), with each other. The boys went to the race together.

trouble (trəb əl), disturbance, distress. The boys had trouble waiting for the bell.

* Third reader level words

+ Attacking New Words

Lesson Plans

Lesson I

What a job this has turned out to be," Richard said to Joe. School was over for the day. Richard and Joe were working on their newest model, "Root Beer Wagon." Each piece had to be fitted and glued carefully.

The boys were tired and stopped to talk for awhile. Richard said, "How fast do you think this will go?"

"About one hundred and twenty miles an hour," replied Joe. "They go very fast! Wouldn't it be great to really drive it? Do you ever get to steer your car?"

"Yes, my papa lets me when we go to Texas. Do you, Richard?"

"Sometimes, but not very often. Our car doesn't run very well."

"Did I tell you the last time we went to Calexico my brother was driving very fast and we had a flat tire. I sure was scared! He had to hold on very tight to the steering wheel to keep from going off the road. None of us got hurt, though."

"Gosh, I bet your family was scared. Hey, it is getting late, I've got to get home. See you at school tomorrow. Chico, why don't I come by with Mama as she goes to the shed and we can walk together?"

O. K., Joe," Richard replied.

Both boys finished their work and their dinner thinking about their conversation.

"Would it really go that fast?" thought Richard.

"What would it be like?" thought Joe.

Look in the story and find words that will fit the sentences below.

1. The _____ of pie was good.
2. We put the puzzle _____ together
3. The shirt was too _____.

Write sentences using the three words.

Write the "TH" words in the story here. Do you know more "TH" words than those in the story? If you do, write them here, too.

Where have you been? Write down the places you have been. Don't worry about the spelling.

Lesson 2

When Richard got into bed with his brother that night, he wanted to be by himself to think about that car. He could just feel the motor throbbing under him. But David would not be quiet. He was talking about the things he had done during the day. Finally he went to sleep and Richard could have time to himself.

"Humm, there is the track. Caramba! Mira a las gente! Look at the people! What are they looking at? Why, it's -- it's the wagon, and I am at the wheel!"

"Varoom! There's Joe! What is he driving? 'The Little Red Wagon,' could it be?" Yes, Richard and Joe were going to be in the same race.

"They were such good friends," Richard thought, "should he try to win the race? He was sure he could, since he had won every race. But, still, Joe was his best friend and he had placed second in every race he had entered. Could he help him? No," he decided, "I'll try my hardest and if Joe can win, good; if not, too bad."

The cars were lined up at the lights waiting for the green light.

One, two, --

There they go! Tires screeching, motors roaring, people cheering. Who will win?

It's all over in a few seconds. The cars cross the quarter mile line and the cars are very close. The judges check their watches. Could it be? One judge walks over to another. Is his watch the same? Yes, his reads the same.

A new record has been set by both cars. They have both won. They have both won. They have ---------.

Lesson 3

"Levantate, levantate, Joe. Wake up! Wake up! Joe! If you are going to Richard's as I go, you had better hurry."

Joe got up quickly and hurried through breakfast. He began to think about his dream, or was it a dream. He had a lot to tell Richard.

Mama was already in the car as Joe finished his breakfast. He had to hurry or Mama would go off and leave him. He got in just as she was pulling away. Boy, that was close.

When Joe got to Richard's he thought of his dream. He wanted to remember it just the way it happened. But before he could get in the door, Richard ran up to him.

"Joe! Joe! Do you know what I dreamed last night?" He went on without waiting for an answer. "I dreamed that you and I raced in the real cars and we tied - we both won." Richard then told about the rest of his dream.

Joe sat there smiling as he listened to Richard. He was very excited by the time Richard finished. He said, "Richard, you won't believe this, but I dreamed the same thing, and the same thing happened. We must have had the same thing to eat last night, or something."

Richard looked disbelievingly at Joe. "Me estás vacilando! You are pulling my leg. You couldn't have."

"But I did, Richard, I did! I know it's hard to believe, but my dream was exactly like yours," laughed Joe.

The two boys argued all the way to school and Joe still could not get Richard to believe him. The boys had trouble waiting until the last bell rang that day, because they wanted to talk about their dream. They had

discussed it at every recess and all through lunch. It just couldn't be.

When they arrived at Richard's, they picked up the two models - "Root Beer Wagon" and the "Little Red Wagon" - the two winning cars in "their" dream. Each boy thought to himself, "It would really be great for this to happen. If only it could."

Just then Joe remembered that Speede Mart was having a model contest and the first prize was a trip to the Fremont Drag Strip. The two boys discussed the idea, and decided to enter the two wagons and see what would happen.

When the boys took the cars to "Speede" they were afraid because they did not know if their cars would be good enough even to enter the contest. The man at the store told them to put their names and addresses on the piece of paper he handed them. He took the models and placed them carefully in a box with some other cars. He said to the boys as they were leaving, "These two cars look like the best to me, but you will have to wait for two more days until the final judging."

The two boys could hardly wait to find out how they would do. Impatiently they waited for Saturday afternoon. Would they win?

To be used while you are traveling in a car:

Find a car whose beginning letter would fit in the space to spell the names of the dragsters in the story.

__ __ __ __ __ __ __ __ __ __ __ __ N

__ __ __ __ __ __ __ __ __

__ __ __ __ N

Name of car:

Example: Nova -- Use the N for the N in Wagon.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Can you tell from the story what these Spanish words mean? Match the phrases.

1. ¡Levante! _____	a. You are pulling my leg!
2. ¡chico! _____	b. Gosh, or Oh! my goodness!
3. ¡Mira a las gente! _____	c. Get up!
4. ¡Caramba! _____	d. Boy! Or, say there!
5. ¡Me estás vacilando! _____	e. Look at the people!

Lesson 4

Saturday morning came at last and they wakened early. Joe went to Richard's after he had finished his chores and they tried to find something to do until three o'clock when the judging would be held.

First, they worked on some models, but they soon tired of this. They tried playing catch, but that was not interesting either. So they decided to walk to the school to see if they could find something else to do. On the way, they passed a field where people were working in the celery.

The men were cutting it off very close to the ground and throwing it into a bin close to them. The bin would be put on a truck and taken to the shed where women would sort the celery to size and put it in a box. The boxes would then be sent all over the United States.

The boys watched for awhile and then went to the school. There they met some other boys and played ball with them. The time passed very slowly for them, but when they looked at the clock it was later than they thought.

At two forty-five the two boys ran to Speede as fast as they could. They wanted to be there in time to hear the results. Just as they got to the parking lot, they heard, "And tied for first place, Joe Salas and Richard Hidalgo, with "Root Beer Wagon" and the "Little Red Wagon." Their names roared over the speakers. "Are Richard Hidalgo and Joe Salas here?" the man asked again.

Together they rushed forward, "Here we are! Here we are!" They were the winners of the contest and they would get to go to the drag races.

"Mamá, Mamá, Joe and I won the contest! We get to go!" Richard shouted as he ran in the door.

"What, what are you talking about Ricardo?" Mama asked.

"Joe and I won the model contest that we entered at Speede," replied Richard.

"Oh, is that the one where the winner gets to go to a drag strip?" Mama asked.

"Sí, sí," said Richard. "Joe and I won First Place."

"¿No, es verdad? Ricardo," said Mama.

Joe had as much trouble getting his mother and father to believe him. Finally, both boys were able to get back together and talk about their trip.

How would you finish the story? Tell what you think the boys will see and do at the races.

Use as many of these words in a sentence as you can;

throbbing	enter	decide	screeching	roaring
cheering	judge	judging	record	through
remember	exactly	argued	disbelievingly	difficulty
discuss	carefully	happen	impatiently	excited

Using the words listed on the previous page, see if you can think of a word you could use instead of the one given. You may use the glossary.

Example: throbbing - bumping, or jumping, or beating

1. Can you list the things that happened in the story? List as many things as you can remember.

2. Can you think of a better word than the underlined one in these sentences?

   a. They then tried to play catch, but that was not <u>interesting</u> either.

   b. They wanted to hear the <u>results</u>.

   c. Richard and Joe's names <u>roared</u> over the speaker.

   d. Joe and I won the <u>contest</u>.

   e. Richard <u>shouted</u> as he ran through the door.

POST-TEST

Name _____ Date _____ Age _____

8. How do you feel in these subjects? Mark the way you feel.

Science

Arithmetic

Art

Music

Social Studies

Reading

Physical Education

Health

9. When you remember something you heard in class, is it usually

_____ a. because you tried hard to remember, or

_____ b. because the teacher explained it well?

10. If your parents tell you that you are bright or clever, is it more likely

_____ a. because they are feeling good, or

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